

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION & REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS
WASHINGTON, D.C. 20202

FISCAL YEAR 2000

**APPLICATION FOR NEW GRANTS UNDER THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
(IDEA)**

**PERSONNEL PREPARATION TO IMPROVE SERVICES AND
RESULTS FOR CHILDREN WITH DISABILITIES (CFDA 84.325)**

**Preparation of Special Education, Related Services, and Early
Intervention Personnel to Serve Infants, Toddlers, and Children
with Low-Incidence Disabilities (CFDA 84.325A)**

Preparation of Leadership Personnel (CFDA 84.325D)

**Preparation of Personnel in Minority Institutions
(CFDA 84.325E)**

**Improving the Preparation of Personnel to Serve Children with
High-Incidence Disabilities (CFDA 84.325H)**



DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: SEE ENCLOSED LIST OF CLOSING DATES

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Notice to All Applicants: The Government Performance and Results Act (GPRA)

Dear Applicant:

This application packet contains information and the required forms for you to use in submitting a new application for funding under a program authorized by the Individuals with Disabilities Education Act (IDEA). This packet covers four competitions under the Personnel Preparation to Improve Services and Results for Children with Disabilities (CFDA 84.325) program. A chart listing pertinent information, including the closing date for each competition, can be found on page B1 of this package.

An application for an award must: (1) be mailed or hand-delivered by the closing date; and, (2) have an **original** signature on at least one copy of the assurances and certifications (Part IV of the application form). It is also important to include the appropriate Catalog of Federal Domestic Assistance (CFDA) numeric and alpha in Item #3 on ED Form 424 (e.g., CFDA No. 84.325A, or 84.325H).

Please note the following:

- **BUDGET INFORMATION.** The budget section of the application form requires all applicants for multi-year projects to provide detailed budget information for the total grant period requested. The Department will establish, at the time of initial award, the funding levels for each year of the grant award. By requesting detailed budget information in the initial application for the total grant period, the need for a formal noncompeting continuation application in the remaining years has been eliminated. A performance report will be required annually to determine substantial progress, rather than a non-competing continuation application.
- **MAXIMUM AWARD AMOUNT.** In addition to providing detailed budget information for the total grant period requested, all the competitions included in this package have maximum award amounts. This means that the Department **will reject and will not consider any application that proposes a budget exceeding the maximum award amount for any single budget period of 12 months.** Please refer to the specific information for each priority/competition to which you are submitting an application (i.e., Section C of this package). Please be advised that for the priorities in this package, the maximum award amounts cover all project costs including indirect costs.
- **STRICT PAGE LIMITS.** All of the competitions included in this package limit the Part III Application Narrative to a specified number of double-spaced pages. This page limitation applies to all material presented in the application narrative -- including, for example, any charts, tables, figures, and graphs. (Please refer to the specific requirements on page limits for each priority/competition to which you are submitting an application - i.e.,

Section C of this package). **The Department will reject, and will NOT consider an application that does not adhere to the page limit requirements for each competition.**

- **FORMAT FOR APPLICATIONS.** Please note that additional information regarding formatting applications has been included on Pages D-2 and 3 of the “General Information on Completing An Application” section of this package.
- **NEW DISCRETIONARY GRANT APPLICATION FORM 424.** The Department has a new application form for grant programs. The new form, ED 424, Application for Federal Education Assistance (OMB No. 1875-0106), replaces the SF-424, Application for Federal Assistance (OMB No. 0348-0043), previously used to apply for funds under Department discretionary and other grant programs. In addition to the name change, the form has three new items. The first item requests applicants to provide their D-U-N-S number, the second item asks applicants to identify whether they are a "novice" applicant, and the third addition requires applicants to indicate whether they plan to conduct research involving human subjects at any time during the proposed project period. In addition, the form has a "Protection of Human Subjects in Research" Attachment. This attachment is an integral part of the new ED 424 form. It includes information that applicants need to complete the protection of human subjects item and, as appropriate, to provide additional information to the Department regarding human subjects research projects. Additional information on completing the protection of human subjects item is also available and can be accessed on the INTERNET at:

<http://ocfo.ed.gov/grntinfo.htm>

<http://ocfo.ed.gov/humansub.htm>

- **NEW GUIDANCE ON SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA).** The Department has new guidance for grant applicants regarding the equitable access and equitable participation provision in section 427 of GEPA. The new enclosure, NOTICE TO ALL APPLICANTS (OMB No. 1801-0004 (Exp. 8/31/2001)), replaces the old version, NOTICE TO ALL APPLICANTS (OMB No. 18010004 (Exp. 8/31/98)), previously included in discretionary grant application packages. Section 427 of GEPA requires all new applicants for Departmental programs to describe in their applications the steps they propose to take to ensure equitable access to, and equitable participation in the project or activity to be conducted with program funds. The descriptions should include the steps that the applicant intends to take to help students, teachers and other beneficiaries overcome barriers to equitable participation in program activities that the applicant would conduct.
- **NEW SELECTION CRITERIA.** The Research to Practice Division of the Office of Special Education Programs has new selection criteria that it uses to evaluate the applications submitted for new grants. The new selection criteria that have been approved by the Office of Management and Budget (OMB), contains selection criteria and factors drawn only from the EDGAR menu according to broad program areas. (Please refer to the specific selection criteria included in this package for each priority/competition to which you are submitting an application.)

- TREATING A PRIORITY AS TWO SEPARATE COMPETITIONS. In the past, there have been problems in finding peer reviewers without conflicts of interest where applications are made by many entities throughout the country. The Standing Panel requirements under IDEA '97 have also placed additional constraints on the availability of reviewers. Therefore, the Secretary has determined that, for some discretionary priorities, applications may be ranked and selected for funding in two or more groups, which will ensure the availability of a much larger group of reviewers without conflicts of interest. This procedure will increase the quality, independence and fairness of the review process and will permit panel members to review applications under discretionary priorities to which they have also submitted applications.

A program officer is available to provide information to you regarding these competitions. Please refer to the name of the program contact at the end of each priority description. For information about other U.S. Department of Education grant and contract opportunities, we encourage you to use the Department's electronic bulletin board and new ED-Net service. The bulletin board data number is (202) 260-9950 and the ED-Net service can be accessed on INTERNET at: gopher.ed.gov

We appreciate your efforts to improve the provision of services for individuals with disabilities.

Sincerely,

Louis C. Danielson, Ph.D.
Director
Research to Practice Division
Office of Special Education
Programs

INDIVIDUALS WITH DISABILITIES EDUCATION ACT
APPLICATION NOTICE FOR FISCAL YEAR 2000

| CFDA No. and Name | Applications Available | Application Deadline Date | Deadline for Intergovernmental Review | Maximum Award (per year)* | Project Period | Page Limit** | Estimated Number of Awards |
|--|------------------------|---------------------------|---------------------------------------|---------------------------|----------------------|--------------|----------------------------|
| 84.324B Student Initiated Research Projects | 09/13/99 | 02/04/00 | 11/13/00 | \$20,000 | Up to 12 mos. | 25 | 12 |
| 84.324C Field Initiated Research Projects | 09/13/99 | 12/10/99 | 02/08/00 | \$180,000 | ***Up to 60 mos. | 50 | 14 |
| 84.324N Initial Career Awards | 09/13/99 | 12/10/99 | 02/08/00 | \$75,000 | Up to 36 mos. | 30 | 4 |
| 84.324M Model Demonstration Projects for Children with Disabilities | 09/13/99 | 11/29/99 | 01/28/00 | \$150,000 | Up to 48 mos. | 40 | 14 |
| 84.324R Outreach Projects for Children with Disabilities | 09/13/99 | 12/03/99 | 02/01/00 | \$150,000 | Up to 36 mos. | 40 | 21 |
| 84.324P Research Institute to Enhance the Role of Special Education and Children with Disabilities in Education Policy Reform | 09/13/99 | 05/19/00 | 07/18/00 | \$700,000 | Up to 60 mos. | 70 | 1 |
| 84.324W Improving Post-School Outcomes: Identifying and Promoting What Works | 09/13/99 | 11/13/99 | 01/12/00 | \$500,000 | Up to 60 mos. | 60 | 1 |
| 84.325A Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities | 09/03/99 | 10/15/99 | 12/14/99 | \$300,000 | Up to 60 mos. | 40 | 33 |
| 84.325D Preparation of Leadership Personnel | 09/03/99 | 10/15/99 | 12/14/99 | \$200,000 | Up to 48 mos. | 40 | 13 |
| 84.325E Preparation of Personnel in Minority Institutions | 09/03/99 | 10/15/99 | 12/14/99 | \$200,000 | Up to 48 mos. | 40 | 16 |
| 84.325H Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities | 09/03/99 | 11/12/99 | 01/11/00 | \$200,000 | Up to 36 mos. | 40 | 31 |
| 84.326C Projects for Children Who are Deaf-Blind | 09/13/99 | 01/07/00 | 03/07/00 | \$550,000 | Up to 36 mos. | 50 | 1 |
| 84.326M Outreach Services to Minority Entities to Expand Research Capacity | 09/13/99 | 01/07/00 | 03/07/00 | \$1,000,000 | Up to 60 mos. | 75 | 1 |

Competitions included in this package are in **BOLD**

| CFDA No. and Name | Applications Available | Application Deadline Date | Deadline for Intergovernmental Review | Maximum Award (per year)* | Project Period | Page Limit** | Estimated Number of Awards |
|--|------------------------|---------------------------|---------------------------------------|---------------------------|--------------------------------|--------------|----------------------------|
| 84.327A Steppingstones of Technology Innovation for Students with Disabilities Phase 1 and 2 Phase 3 | 09/13/99 | 12/10/99 | 02/08/00 | \$200,000 \$300,000 | Up to 24 mos. Up to 36 mos. | 40 40 | 11 |
| 84.327D Dramatic and Theatrical Experiences for Individuals Who Are Deaf or Hard of Hearing | 09 13//99 | 11/13/99 | 01/12/00 | \$800,000 | Up to 60 mos. | 50 | 1 |
| 84.327H Research on Educational Captioning | 09/13/99 | 12/03/99 | 02/08/00 | \$125,000 | Up to 36 mos. | 50 | 2 |
| 84.327J Video Description | 09/13/99 | 02/18/00 | 04/18/00 | \$200,000 | Up to 36 mos. | 50 | 4 |
| 84.327P Closed Captioned Sports Programs | 09/13/99 | 02/11/00 | 04/11/00 | \$100,000 | Up to 36 mos. | 50 | 5 |
| 84328C Community Parent Resource Centers | 09/13/99 | 03/03/00 | 05/02/00 | \$100,000 | Up to 36 mos. | 30 | 10 |

*The Secretary rejects and does not consider an application that proposes a budget exceeding the amount listed for each priority for any single budget period of 12 months. ** Applicants must limit the Application Narrative, Part III of the Application, to the page limits noted above. Please refer to the "Page Limit" requirements included under each priority in this notice. The Secretary rejects and does not consider an application that does not adhere to this requirement. ***The majority of projects will be funded for up to 36 months. Only in exceptional circumstances will projects be funded for more than 36 months, up to a maximum of 60 months.

PRIORITY DESCRIPTION
AND
SELECTION CRITERIA
FOR THE
PERSONNEL PREPARATION
TO IMPROVE SERVICES AND RESULTS FOR
CHILDREN WITH DISABILITIES PROGRAM

**PREPARATION OF SPECIAL EDUCATION, RELATED SERVICES, AND
EARLY INTERVENTION PERSONNEL TO SERVE INFANTS,
TODDLERS, AND CHILDREN WITH LOW-INCIDENCE DISABILITIES**
(CFDA 84.325A)

DEADLINE: 10/15/99

ABSOLUTE PRIORITY:

BACKGROUND:

The national demand for educational, related services, and early intervention personnel to serve infants, toddlers, and children with low-incidence disabilities exceeds available supply. However, because of the small number of these personnel needed in each State, institutions of higher education and individual States have not given priority to programs that train personnel to work with those with low-incidence disabilities. Moreover, of the programs that do exist, many are not producing graduates with the prerequisite skills needed to meet the needs of the low-incidence disability population. Thus, Federal support is required to ensure an adequate supply of personnel to serve children with low-incidence disabilities and to improve the quality of appropriate training programs so that graduates possess necessary prerequisite skills.

PRIORITY: The Secretary establishes an absolute priority to support projects that increase the number and quality of personnel to serve children with low-incidence disabilities. This priority supports projects that provide preservice preparation of special educators, early intervention personnel, and related services personnel at the associate, baccalaureate, master's, or specialist level.

A preservice program is a program that leads toward a degree, certification, or professional licence or standard and may include the preparation of currently employed personnel who are seeking additional degrees, certifications, endorsements, or licences.

The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments, a significant cognitive impairment, or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education.

Applicants may propose to prepare one or more of the following types of personnel:

(a) Special educators, including early childhood, speech and language, adapted physical education, and assistive technology personnel that work with children with low-incidence disabilities;

(b) Related services personnel who provide developmental, corrective, and other support services that assist children with low-incidence disabilities to benefit from special education. Both comprehensive programs, and specialty components within a broader discipline, that prepare personnel for work with the low-incidence population may be supported; or

(c) Early intervention personnel who serve children birth through age 2 (until the third birthday) with low-incidence disabilities and their families. For the purpose of this priority, all children who require early intervention services are considered low-incidence. Early

intervention personnel include persons who train, or serve as consultants to, service providers and case managers.

The Secretary particularly encourages projects that address the needs of more than one State, provide multi-disciplinary training, and provide for collaboration among several training institutions and between training institutions and public schools. In addition, projects that foster successful coordination between special education and regular education professional development programs to meet the needs of children with low-incidence disabilities in inclusive settings are encouraged.

Each project funded under this absolute priority must --

(a) Prepare personnel to address the specialized needs of children with low-incidence disabilities from different cultural and language backgrounds by;

(1) Determining the additional competencies needed for personnel to understand and work with culturally diverse populations; and

(2) Infusing those competencies into early intervention, special education and related services training programs.

(b) Incorporate research-based practices in the design of the program and the curricula;

(c) Incorporate curricula that focus on improving results for children with low-incidence disabilities;

(d) Promote high expectations for students with low-incidence disabilities and foster access to the general curriculum in the regular classroom, wherever appropriate; and

(e) If the project prepares personnel to provide services to visually impaired or blind children that can be appropriately provided in Braille, prepare those individuals to provide those services in Braille.

To be considered for an award, an applicant must satisfy the following requirements contained in section 673(f)-(h) of the Act --

(a) Demonstrate, with letters from one or more States that the project proposes to serve, that States need personnel in the area or areas in which the applicant proposes to provide preparation, as identified in the States' comprehensive systems of personnel development (CSPD) under Parts B and C of the Act;

(b) Demonstrate that it has engaged in a cooperative effort with one or more State educational agencies or, if appropriate, lead agencies for providing early intervention services, to plan, carry out, and monitor the project;

(c) Provide letters from one or more States stating that they intend to accept successful completion of the proposed personnel preparation program as meeting State personnel standards for serving children with disabilities or serving infants and toddlers with disabilities;

(d) Meet State and professionally-recognized standards for the preparation of special

education, related services, or early intervention personnel; and

(e) Ensure that individuals who receive financial assistance under the proposed project will subsequently provide, special education and related services to children with disabilities, or early intervention services to infants and toddlers with disabilities, for a period of two years for every year for which assistance was received or repay all or part of the cost of that assistance. Applicants must describe how they will notify scholarship recipients of this work or repay requirement, which is specified under section 673(h)(1) of the Act (20 U.S.C. 1473(h)(1)). The requirement must be implemented consistent with section 673(h)(1) of the Act and with applicable regulations in effect prior to the awarding of grants under this priority. Applicants must designate at least 55 percent of the budget for student support or provide sufficient justification for any designation less than 55 percent for student support.

Under this absolute priority, the Secretary plans to award approximately:

- o 60 percent of the available funds for projects that support careers in special education, including early childhood educators;
- o 10 percent of the available funds for projects that support careers in educational interpreter services for hearing impaired individuals;
- o 15 percent of the available funds for projects that support careers in related services, other than educational interpreter services; and
- o 15 percent of the available funds for projects that support careers in early intervention.

Competitive priority:

Within this absolute priority, we will give the following competitive preference under 34 CFR 75.105(c)(2)(i) to applications that are otherwise eligible for funding under this priority:

Up to ten (10) points based on the extent to which an application includes effective strategies for recruiting students from underrepresented populations. Up to five (5) of these 10 points would be based on the extent to which the application includes effective strategies for recruiting students with disabilities.

In addition, we will give the following competitive preference under section 606 of IDEA and 34 CFR 75.105(c)(2)(i), to applications that are otherwise eligible for funding under this priority:

Up to ten (10) points based on the extent to which an application includes effective strategies for employing and advancing in employment qualified individuals with disabilities in projects awarded under this absolute priority. In determining the effectiveness of such strategies, the Secretary will consider the applicant's success, as described in the application, in employing and advancing in employment qualified individuals with disabilities in the project.

For purposes of these competitive preferences, applicants can be awarded up to a total of 20 points in addition to those awarded under the published selection criteria for this priority. That is, an applicant meeting both of these competitive preferences could earn a maximum total of 120 points.

PROJECT PERIOD: Up to 60 months.

MAXIMUM AWARD: The Secretary rejects and does not consider an application that proposes a budget exceeding \$300,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the Federal Register.

PAGE LIMITS: The maximum page limit for this priority is 40 double-spaced pages.

Note: Applications must meet the required page limit standards that are described in the “General Requirements” section of this notice .

ADDITIONAL REQUIREMENT FOR ALL PERSONNEL PREPARATION PROGRAM PRIORITIES:

Student financial assistance is authorized only for the preservice preparation of special education, related services, early intervention, and leadership personnel to serve children ages 3 through 21, and early intervention personnel who serve infants and toddlers and leadership personnel who work in these areas.

GENERAL REQUIREMENTS:

(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see Section 606 of IDEA);

(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the projects (see Section 661(f)(1)(A) of IDEA);

(c) Projects funded under these priorities must budget for a two-day Project Directors’ meeting in Washington, D.C. during each year of the project; and

(d) In a single application, an applicant is required to address only one absolute priority in this notice.

(e) Part III of each application submitted under a priority in this notice, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating the application. An applicant must limit Part III to the equivalent of no more than the number of pages listed in the “Page Limits” section under the applicable priority in this notice. An applicant must use the following standards: (1) A “page” is 8½" x 11" (on one side only) with one-inch margins (top, bottom, and sides). (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I - the cover sheet; Part II - the budget section (including the narrative budget justification); Part IV - the assurances and certifications; or the one-

page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

NOTE: The Department of Education is not bound by any estimates in this notice.

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, and 97; (b) The selection criteria for the priorities under this program are drawn from the EDGAR general selection menu. The specific selection criteria for each priority are included in the funding application packet for the applicable competition. Information collection resulting from this notice has been submitted to OMB for review under the Paperwork Reduction Act and has been approved under control number 1820-0028, expiration date July 31, 2000.

ELIGIBLE APPLICANTS: Institutions of higher education.

For further information about this priority contact:

Dr. Ed Moore and Maryann McDermott, Competition Managers
Research to Practice Division
Office of Special Education Programs
Telephone: (202) 205-9048 and 205-8876, respectively
FAX: (202) 205-8971 and 205-8105, respectively
Ed_Moore@ed.gov and Maryann_McDermott@ed.gov
TDD: (202) 205-8953

PREPARATION OF LEADERSHIP PERSONNEL
(CFDA 84.325D)

DEADLINE: 10/15/99

ABSOLUTE PRIORITY:

This priority supports projects that conduct the following preparation activities for leadership personnel:

- (a) Preparing personnel at the doctoral, and postdoctoral levels of training to administer, enhance, or to provide special education, related or early intervention services for children with disabilities; or
- (b) Masters and specialist level programs in special education administration.

Projects funded under this absolute priority must --

Prepare personnel to work with culturally and linguistically diverse populations by;

- (a) Determining the additional competencies for personnel needed to understand and work with culturally diverse populations; and
- (b) Infusing those competencies into early intervention, special education and related services training programs.

To be considered for an award, an applicant must satisfy the following requirements contained in section 673(f)-(h) of the Act --

- (a) Demonstrate, with letters from one or more States that the project proposes to serve, that States need personnel in the area or areas in which the applicant proposes to provide preparation, as identified in the States' comprehensive systems of personnel development under Parts B and C of the Act;
- (b) Demonstrate that it has engaged in a cooperative effort with one or more State educational agencies or, if appropriate, lead agencies for providing early intervention services, to plan, carry out, and monitor the project;
- (c) Meet State and professionally-recognized standards for the preparation of leadership personnel in special education, related services or early intervention fields; and
- (d) Ensure that individuals who receive financial assistance under the proposed project will subsequently perform work related to their preparation for a period of two years for every year for which assistance was received or repay all or part of the cost of that assistance. Applicants must describe how they will notify scholarship recipients of this work or repay requirement, which is specified under section 673(h)(2) of the Act (20 U.S.C. 1473(h)(2)). The requirement must be implemented consistently with section 673(h)(2) of the Act and with applicable regulations in effect prior to the awarding of grants under this priority. Applicants must designate at least 65 percent of

the budget for student support or provide sufficient justification for any designation less than 65 percent for student support.

Competitive preferences:

Within this absolute priority, we will give the following competitive preference under 34 CFR 75.105(c)(2)(i), to applications that are otherwise eligible for funding under this priority:

Up to ten (10) points based on the extent to which an application includes effective strategies for recruiting students from underrepresented populations. Up to five (5) of these 10 points would be based on the extent to which the application includes effective strategies for recruiting students with disabilities.

In addition, we will give the following competitive preference under section 606 of IDEA and 34 CFR 75.105(c)(2)(i), to applications that are otherwise eligible for funding under this priority:

Up to ten (10) points based on the extent to which an application includes effective strategies for employing and advancing in employment qualified individuals with disabilities in projects awarded under this absolute priority. In determining the effectiveness of such strategies, the Secretary will consider the applicant's success, as described in the application, in employing and advancing in employment qualified individuals with disabilities in the project.

For purposes of these competitive preferences, applicants can be awarded up to a total of 20 points in addition to those awarded under the published selection criteria for this priority. That is, an applicant meeting both of these competitive preferences could earn a maximum total of 120 points.

PROJECT PERIOD: Up to 48 months.

MAXIMUM AWARD: The Secretary rejects and does not consider an application that proposes a budget exceeding \$200,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the Federal Register.

PAGE LIMITS: The maximum page limit for this priority is 40 double-spaced pages.

Note: Applications must meet the required page limit standards that are described in the “General Requirements” section of this notice.

ADDITIONAL REQUIREMENT FOR ALL PERSONNEL PREPARATION PROGRAM PRIORITIES:

Student financial assistance is authorized only for the preservice preparation of special education, related services, early intervention, and leadership personnel to serve children ages 3 through 21, and early intervention personnel who serve infants and toddlers and leadership personnel who work in these areas.

GENERAL REQUIREMENTS:

(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see Section 606 of IDEA);

(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the projects (see Section 661(f)(1)(A) of IDEA);

(c) Projects funded under these priorities must budget for a two-day Project Directors' meeting in Washington, D.C. during each year of the project; and

(d) In a single application, an applicant is required to address only one absolute priority in this notice.

(e) Part III of each application submitted under a priority in this notice, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating the application. An applicant must limit Part III to the equivalent of no more than the number of pages listed in the "Page Limits" section under the applicable priority in this notice. An applicant must use the following standards: (1) A "page" is 8½" x 11" (on one side only) with one-inch margins (top, bottom, and sides). (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I - the cover sheet; Part II - the budget section (including the narrative budget justification); Part IV - the assurances and certifications; or the one-page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

NOTE: The Department of Education is not bound by any estimates in this notice.

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, and 97; (b) The selection criteria for the priorities under this program are drawn from the EDGAR general selection menu. The specific selection criteria for each priority are included in the funding application packet for the applicable competition. Information collection resulting from this notice has been submitted to OMB for review under the Paperwork Reduction Act and has been approved under control number 1820-0028, expiration date July 31, 2000.

ELIGIBLE APPLICANTS: Institutions of higher education.

SUPPLEMENTARY INFORMATION: Under this absolute priority, applicants should provide a detailed description of the program including the sequence of the courses offered in the program.

For further information about this priority contact:

Dr. Robert Gilmore, Competition Manager

Research to Practice Division

Office of Special Education Programs

Telephone: (202) 205-9080

FAX: (202) 205-8971

Internet: Bob_Gilmore@ed.gov

TDD: (202) 205-8953

PREPARATION OF PERSONNEL IN MINORITY INSTITUTIONS
(CFDA 84.325E)

DEADLINE: 10/15/99

ABSOLUTE PRIORITY:

This priority supports awards to institutions of higher education with minority student enrollments of at least 25 percent, including Historically Black Colleges and Universities, for the purpose of preparing personnel to work with children with disabilities. Awards must be made consistent with the objectives in section 673(a) of the Act.

Projects funded under this absolute priority must --

Prepare personnel to work with culturally and linguistically diverse populations by;

(a) Determining the additional competencies needed for personnel to understand and work with culturally diverse populations; and

(b) Infusing those competencies into early intervention, special education, and related services training programs.

The Secretary particularly encourages projects that:

(a) Have effective strategies for recruiting and retaining students from culturally and linguistically diverse populations;

(b) Focus on providing student financial support; and

(c) Include student support systems such as tutors, mentors, and other innovative practices.

This program supports projects at all levels, from the associate degree through the post-doctoral level.

To be considered for an award, an applicant must satisfy the following requirements contained in section 673(f)-(h) of the Act --

(a) Demonstrate, with letters from one or more States that the project proposes to serve, that States need personnel in the area or areas in which the applicant proposes to provide preparation, as identified in the States' comprehensive system of personnel development under Parts B and C of the Act;

(b) Demonstrate that it has engaged in a cooperative effort with one or more State educational agencies or, if appropriate, lead agencies for providing early intervention services, to plan, carry out, and monitor the project;

(c) Provide letters from one or more States stating that they intend to accept successful completion of the proposed personnel preparation program as meeting State personnel standards for serving children with disabilities or serving infants and toddlers with disabilities;

(d) Meet State and professionally-recognized standards for the preparation of special education, related services, or early intervention personnel, if the purpose of the project is to assist personnel in obtaining degrees; and

(e) Ensure that individuals who receive financial assistance under the proposed project will subsequently provide special education and related services to children with disabilities, or early intervention services for infants and toddlers, for a period of two years for every year for which assistance was received or repay all or part of the cost of that assistance. Applicants must describe how they will notify scholarship recipients of this work or repay requirement, which is specified under section 673(h)(1) of the Act (20 U.S.C. 1473(h)(1)). The requirement must be implemented consistently with section 673(h)(1) of the Act and with applicable regulations in effect prior to the awarding of grants under this priority. Applicants must designate at least 55 percent of the budget for student support or provide sufficient justification for any designation less than 55 percent for student support.

Competitive preference:

Within this absolute priority, we will give the following competitive preference under 34 CFR 75.105(c)(2)(i) to applicant institutions that are otherwise eligible for funding under this priority:

(a) Up to ten (10) points based on the extent to which an application includes effective strategies for recruiting students from underrepresented populations. Up to five (5) of these 10 points would be based on the extent to which the application includes effective strategies for recruiting students with disabilities.

(b) Up to ten (10) points to applicant institutions that have not received an FY 1999 or FY 2000 award under the IDEA personnel preparation program.

In addition, we will give the following competitive preference under section 606 of IDEA and 34 CFR 75.105(c)(2)(i), to applications that are otherwise eligible for funding under this priority:

Up to ten (10) points based on the extent to which an application includes effective strategies for employing and advancing in employment qualified individuals with disabilities in projects awarded under this absolute priority. In determining the effectiveness of such strategies, the Secretary will consider the applicant's success, as described in the application, in employing and advancing in employment qualified individuals with disabilities in the project.

For purposes of these competitive preferences applicants can be awarded up to a total of 30 points in addition to those awarded under the published selection criteria for this priority. That is, an applicant meeting all of these competitive preferences could earn a maximum total of 130 points.

PROJECT PERIOD: Up to 48 months.

MAXIMUM AWARD: The Secretary rejects and does not consider an application that proposes a budget exceeding \$200,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the Federal Register.

PAGE LIMITS: The maximum page limit for this priority is 40 double-spaced pages.

Note: Applications must meet the required page limit standards that are described in the “General Requirements” section of this notice.

ADDITIONAL REQUIREMENT FOR ALL PERSONNEL PREPARATION PROGRAM PRIORITIES:

Student financial assistance is authorized only for the preservice preparation of special education, related services, early intervention, and leadership personnel to serve children ages 3 through 21, and early intervention personnel who serve infants and toddlers and leadership personnel who work in these areas.

GENERAL REQUIREMENTS:

(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see Section 606 of IDEA);

(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the projects (see Section 661(f)(1)(A) of IDEA);

(c) Projects funded under these priorities must budget for a two-day Project Directors’ meeting in Washington, D.C. during each year of the project; and

(d) In a single application, an applicant is required to address only one absolute priority in this notice.

(e) Part III of each application submitted under a priority in this notice, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating the application. An applicant must limit Part III to the equivalent of no more than the number of pages listed in the “Page Limits” section under the applicable priority in this notice. An applicant must use the following standards: (1) A “page” is 8½" x 11" (on one side only) with one-inch margins (top, bottom, and sides). (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I - the cover sheet; Part II - the budget section (including the narrative budget justification); Part IV - the assurances and certifications; or the one-page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

NOTE: The Department of Education is not bound by any estimates in this notice.

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, and 97; (b) The selection criteria for the priorities under this program are drawn from the EDGAR general selection menu. The specific selection criteria for each priority are included in the funding application packet for the applicable competition. Information collection resulting from this notice has been submitted to OMB for review under the Paperwork Reduction Act and has been approved under control number 1820-0028, expiration date July 31, 2000.

ELIGIBLE APPLICANTS: Institutions of higher education.

For further information about this priority contact:

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IMPROVING THE PREPARATION OF PERSONNEL TO SERVE CHILDREN WITH HIGH-INCIDENCE DISABILITIES

(CFDA 84.325H)

DEADLINE: 11/12/99

ABSOLUTE PRIORITY:

BACKGROUND:

State agencies, university training programs, local schools, and other community-based agencies and organizations confirm both the importance and the challenge of improving training programs for personnel to serve children with high-incidence disabilities and of meeting the staffing needs of localities experiencing chronic shortages of these personnel.

This priority is intended to improve personnel preparation programs throughout the Nation and help meet shortages in particular areas. The project requirements, in conjunction with the identified competitive priorities, also reflect a number of important factors that are common to effective personnel preparation programs. These factors are:

(a) Collaboration among governmental, educational and community-based organizations on the Federal, State, and local levels in meeting personnel needs;

(b) Field-based training opportunities for students to use acquired knowledge and skills in schools reflecting wide contextual student diversity, and high poverty schools;

(c) Multi-disciplinary training of teachers, including regular and special education teachers, and related services personnel;

(d) Coordinating personnel preparation programs aimed at addressing chronic personnel shortages with State practices for addressing such needs;

(e) Addressing shortages of teachers in particular geographic and content areas;

(f) Integration of research based curriculum and pedagogical knowledge and practices; and

(g) Meeting the needs of trainees, and of children with disabilities, from diverse backgrounds.

PRIORITY:

Consistent with section 673(e) of the Act, the purpose of this priority is to develop or improve, and implement programs that provide preservice preparation for special and regular education teachers and related services personnel in order to meet the diverse needs of children with

high incidence disabilities (such as mild or moderate mental retardation, speech or language impairments, emotional disturbance, or specific learning disability) and to enhance the supply of well-trained personnel to serve these children in areas of chronic shortage. Training of para-professionals to serve children with high-incidence disabilities is authorized under this priority. (Training of early intervention personnel is addressed under the preparation of personnel to serve children with low-incidence disabilities, and therefore, is not included as part of this priority).

A preservice program is defined as one that leads toward a degree, certification, or professional licence or standard, and may be supported at the associate, baccalaureate, master's or specialist level. A preservice program may include the preparation of currently employed personnel who are seeking additional degrees, certifications, endorsements, or licences.

Projects funded under this priority must --

(a) Develop or improve, and implement partnerships that are mutually beneficial to grantees and LEAs in order to promote continuous improvement of preparation programs;

(b) Use research-based curriculum and pedagogy to prepare personnel who are able to assist students with disabilities in achieving in the general education curricula and able to improve student outcomes;

(c) Utilize effective instructional strategies and provide practice opportunities for students on how special education, related services, and regular education personnel can collaborate to improve results for children with disabilities;

(d) Include field-based training opportunities for students in schools reflecting wide contextual and student diversity, including high poverty schools; and

(e) Prepare personnel to work with culturally and linguistically diverse populations by;

(1) Determining the additional competencies needed for personnel to understand and work with culturally diverse populations; and

(2) Infusing those competencies into special education and related services training programs.

An applicant must satisfy the following requirements contained in section 673(f)-(h) of the Act:

(a) Demonstrate, with letters from one or more States that the project proposes to serve, that States need personnel in the area or areas in which the applicant proposes to provide preparation, as identified in the States' comprehensive systems of personnel development (CSPD) under Part B of the Act;

(b) Demonstrate that it has engaged in a cooperative effort with one or more State educational agencies to plan, carry out, and monitor the project;

(c) Provide letters from one or more States stating that they intend to accept successful completion of the proposed personnel preparation program as meeting State personnel standards for serving children with disabilities;

(d) Meet State and professionally-recognized standards for the preparation of special education and related services personnel; and

(e) Ensure that individuals who receive financial assistance under the proposed project will subsequently provide special education and related services to children with disabilities, for a period of two years for every year for which assistance was received or repay all or part of the cost of that assistance. Applicants must describe how they will notify scholarship recipients of this work or repay requirement, which is specified under section 673(h)(1) of the Act (20 U.S.C. 1473(h)(1)). The requirement must be implemented consistently with section 673(h)(1) of the Act and with applicable regulations in effect prior to the awarding of grants under this priority. Applicants must designate at least 65 percent of the budget for student support or provide sufficient justification for any designation less than 65 percent for student support.

Competitive preferences:

Within this absolute priority we will give the following competitive preferences under 34 CFR 75.105(c)(2)(i) to applications that are otherwise eligible for funding under this priority.

(a) Up to ten (10) points based on the extent to which an application includes effective strategies for recruiting students from underrepresented populations. Up to five (5) of these points would be based on the extent to which the application includes effective strategies for recruiting students with disabilities.

(b) Up to ten (10) points based on the extent to which an application demonstrates that the majority of the graduates of its program consistently enter jobs in which they serve children with disabilities in high poverty -- rural or inner city -- areas.

In addition, we will give the following competitive preference under section 606 of IDEA and 34 CFR 75.105(c)(2)(i), to applications that are otherwise eligible for funding under this priority:

Up to ten (10) points based on the extent to which an application includes effective strategies for employing and advancing in employment qualified individuals with disabilities in projects awarded under this absolute priority. In determining the effectiveness of such strategies, the Secretary will consider the applicant's success, as described in the application, in employing and advancing in employment qualified individuals with disabilities in the project.

For purposes of these competitive preferences applicants can be awarded up to a total of 30 points in addition to those awarded under the published selection criteria for this priority. That is, an applicant meeting all of these competitive preferences could earn a maximum total of 130 points.

PROJECT PERIOD: The maximum funding period for awards is 36 months.

MAXIMUM AWARD: The Secretary rejects and does not consider an application that proposes a budget exceeding \$200,000 in Federal funding for any single budget period of twelve months.

PAGE LIMITS: The maximum page limit for this priority is 40 double-spaced pages.

Note: Applications must meet the required page limit standards that are described in the “General Requirements” section of this notice.

ADDITIONAL REQUIREMENT FOR ALL PERSONNEL PREPARATION PROGRAM PRIORITIES:

Student financial assistance is authorized only for the preservice preparation of special education, related services, early intervention, and leadership personnel to serve children ages 3 through 21, and early intervention personnel who serve infants and toddlers and leadership personnel who work in these areas.

GENERAL REQUIREMENTS:

(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see Section 606 of IDEA);

(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the projects (see Section 661(f)(1)(A) of IDEA);

(c) Projects funded under these priorities must budget for a two-day Project Directors’ meeting in Washington, D.C. during each year of the project; and

(d) In a single application, an applicant is required to address only one absolute priority in this notice.

(e) Part III of each application submitted under a priority in this notice, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating the application. An applicant must limit Part III to the equivalent of no more than the number of pages listed in the “Page Limits” section under the applicable priority in this notice. An applicant must use the following standards: (1) A “page” is 8½" x 11" (on one side only) with one-inch margins (top, bottom, and sides). (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I - the cover sheet; Part II - the budget section (including the narrative budget justification); Part IV - the assurances and certifications; or the one-

page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

NOTE: The Department of Education is not bound by any estimates in this notice.

APPLICABLE REGULATIONS: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, and 97; (b) The selection criteria for the priorities under this program are drawn from the EDGAR general selection menu. The specific selection criteria for each priority are included in the funding application packet for the applicable competition. Information collection resulting from this notice has been submitted to OMB for review under the Paperwork Reduction Act and has been approved under control number 1820-0028, expiration date July 31, 2000.

ELIGIBLE APPLICANTS: Institutions of higher education.

For further information about this priority contact:

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SELECTION CRITERIA AND FORMAT FOR THE PREPARATION OF SPECIAL EDUCATION, RELATED SERVICES, AND EARLY INTERVENTION PERSONNEL TO SERVE INFANTS, TODDLERS, AND CHILDREN WITH LOW-INCIDENCE DISABILITIES (CFDA 84.325A); PREPARATION OF LEADERSHIP PERSONNEL (CFDA 84.325D); PREPARATION OF PERSONNEL IN MINORITY INSTITUTIONS (CFDA 84.325E); AND IMPROVING THE PREPARATION OF PERSONNEL TO SERVE CHILDREN WITH HIGH-INCIDENCE DISABILITIES (CFDA 84.325H) COMPETITIONS

Part III of the application form requires a narrative that addresses the selection criteria that will be used by reviewers in evaluating individual proposals. Applications are more likely to receive favorable reviews by panels when they are organized according to the format suggested below. This format was published in the FEDERAL REGISTER as an appendix to the program regulations, and it addresses all the selection criteria used to evaluate applications required by regulations. If you prefer to use a different format, you may wish to cross-reference the sections of your application to the selection criteria to be sure that reviewers are able to find all relevant information.

The selection criteria that will be used to evaluate applications submitted to the Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities (CFDA 84.325A); Preparation of Leadership Personnel (CFDA 84.325D); Preparation of Personnel in Minority Institutions (CFDA 84.325E); and Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities (CFDA 84.325H) competitions are the selection criteria for new grants required by the EDGAR general selection criteria menu. The maximum score for all of the criteria is 100 points.

A one-page **abstract** should precede the application narrative. The application narrative should include the following sections in this order:

(a) Need for project (30 points)

- (1) The Secretary considers the need for the proposed project.
- (2) In determining the need for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses; or
 - (ii) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.

(b) Quality of project services (30 points)

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which the professional development to be provided by the proposed project reflect up-to-date knowledge from research and effective practice;

(ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;

(iii) The extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project; and

(iv) The extent to which the professional development to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(c) Quality of project personnel (20 points)

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factor:

(i) The qualifications, including relevant training and experience, of key project personnel.

(d) Quality of the management plan (10 points)

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project; and

(iii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(e) Adequacy of resources (10 points)

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization;

(ii) The extent to which the budget is adequate to support the proposed project;

(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;

(iv) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and

(v) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

GENERAL INFORMATION
ON COMPLETING
AN APPLICATION

GENERAL INFORMATION ON COMPLETING AN APPLICATION

Potential applicants frequently direct questions to officials of the Department regarding application notices and programmatic and administrative regulations governing various direct grant programs. To assist potential applicants, the Office of Special Education Programs staff have assembled the following most commonly raised issues. In general, this information applies to the grant competitions covered by this application package.

- **EXTENSION OF DEADLINES**

Waivers for individual applications are not granted, regardless of the circumstances. Under very extraordinary circumstances a closing date may be changed. Such changes are announced in the Federal Register.

- **COPIES OF THE APPLICATION**

Current Government-wide policy is that only AN ORIGINAL AND THREE COPIES need to be submitted. Copies of the application may be bound, but it is not necessary or required. If bound, one copy should be left unbound to facilitate electronic scanning and any necessary reproduction. Applicants should not use colored paper, foldouts, photographs, or other materials that are hard to duplicate.

- **MAKING APPLICATIONS MORE ACCESSIBLE TO REVIEWERS WHO ARE BLIND OR HAVE LOW VISION**

The Secretary will accept one copy of the application in an accessible format (i.e., IBM PC compatible WordPerfect or ASCII code diskette) along with the original and two print copies of the application. The accessible format copy can be used with available software to convert the text of the application into Braille, or with text to voice applications. If there are any differences in the print original provided on the disk and in print, the print original is assumed to be the correct version.

- **MISSED DEADLINES AND SUBMISSION UNDER OTHER COMPETITIONS**

Should an application miss the deadline for a particular competition, it may be submitted to another competition. However, if an application is properly prepared to meet the specifications of one competition, it is extremely unlikely that it would be favorably evaluated under a different competition.

- **SUBMISSION TO MORE THAN ONE PROGRAM**

Applications may be submitted to more than one Federal program if you are unsure of the most appropriate program. Each application should be prepared following the instructions for that particular program as closely as possible (which may require some reformulation). It is very helpful if each program is notified that an identical or similar application is being submitted to another program.

- **HELP PREPARING APPLICATIONS**

We are happy to provide general program information. Clearly it would not be appropriate for staff to participate in the actual writing of an application, but we can respond to specific questions about our application requirements and evaluation criteria, or about the announced priorities. Applicants should understand that such previous contact is not required, nor does it guarantee the success of an application.

- **NOTIFICATION OF FUNDING**

The time required to complete the evaluation of applications is variable. Once applications have been received staff must determine the areas of expertise needed to appropriately evaluate the applications, identify and contact potential reviewers, convene peer review panels, and summarize and review the recommendations of the review panels. You can expect to receive notification within 3 to 6 months of the application closing date, depending on the number of applications received and the number of competitions with closing dates at about the same time. The requested start date should therefore be a minimum of 6 months after the application closing date.

- **POSSIBILITY OF LEARNING THE OUTCOME OF REVIEW PANELS PRIOR TO OFFICIAL NOTIFICATION**

Every year we are called by a number of applicants who have legitimate reasons for needing to know the outcome of the review prior to official notification. Some applicants need to make job decisions, some need to notify a local school district, etc. Regardless of the reason, we cannot share information about the review with anyone until the Assistant Secretary has approved a slate of projects recommended for funding. You will be notified as quickly as possible either by telephone (if your application is recommended for funding), or through a letter (if your application is not successful).

- **FORMAT FOR APPLICATIONS**

The application narrative (Part III of the application form) should be organized to follow the exact sequence of the components in the selection criteria used to evaluate applications. (The selection criteria for the competition covered by this packet is listed following the specific competition information in section “C” of this packet.) A table of contents, list of priority requirements, and a one-page abstract summarizing the objectives, activities, project participants, and expected outcomes of the proposed project should precede the application

narrative. If you prefer to use a different format, you may wish to cross-reference the sections of your application to the selection criteria to be sure that reviewers are able to find all relevant information.

To aid in screening and reviewing the application, applicants should list in Part II and prior to the abstract, all general, special, and other requirements for the priority and corresponding page number (s) where requirements are addressed within the application. Page limits do not apply to this list. (All requirements are found in each priority description included in this application package.) The format included below is an example of how you might provide this information in your application.

| Page # | Requirements |
|--------|---|
| _____ | (a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities. (See Section 606 of IDEA) |
| _____ | (b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the projects. (See Section 661(f)(1)(A) of IDEA) |
| _____ | (c) Applicant must describe steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. (See Section 427, GEPA) |
| _____ | (d) Projects funded under these priorities must budget for a two-day Project's Directors' meeting in Washington, D.C. during each year of the project. |

- **BEST WAY TO PREPARE PROGRAM ABSTRACT**

The program abstract should be **one page** in length. It would be helpful if it included; the title of the program, the name of the Absolute Priority, and the CFDA Number (e.g., 84.325A, etc.).

- **PAGE LIMITS**

Please note that all applications submitted under the competition in this application package must adhere to the Part III - Application Narrative page limit requirements that are specified under the priority/competition description. Your application should provide enough information to allow the review panel to evaluate the importance and impact of the project as well as to make knowledgeable judgments about the methods you propose to use (design, subjects, sampling procedures, measures, instruments, data analysis strategies, etc.). It is often helpful to have:

- (1) Staff Vitae--They should include each person's title and role in the proposed project and contain only information that is relevant to this proposed project's activities and/or publications. Vitae for consultants and Advisory Council members should be similarly brief.
- (2) Instruments--except in the case of generally available and well known instruments.
- (3) Agreements--when the participation of an agency other than the applicant is critical to the project. This is particularly critical when an intervention will be implemented within an agency, or when subjects will be drawn from particular agencies. Letters of cooperation should be specific, indicating agreement to implement a particular intervention or to provide access to a particular group of students.

- **MAKING SURE APPLICATION IS ASSIGNED TO THE CORRECT COMPETITION**

Applicants should clearly indicate in Item 3 on the application (ED Form 424) the CFDA number of the program priority (e.g., 84.325H, etc.) representing the competition in which the application should be considered. If this information is not provided, your application may inadvertently be assigned and reviewed under a different competition from the one you intended.

- **RETURN OF NON-FUNDED APPLICATIONS**

We do not return original copies of applications. Thus, applicants should retain at least one copy of the application. Copies of reviewer comments will be mailed to all applicants.

- **PROPOSED STAFF AVAILABILITY TO PROJECT**

For each staff person named in the application, please provide documentation of all internal and external time commitments. In instances where a staff person is committed on a federally supported project, please provide the project name, program and division responsible for project monitoring, the project federal award number, and the amount of committed time by project year.

- **USE OF PERSON LOADING CHARTS**

It is important for applicants to include proposed time commitments for all project personnel. Also, program officials and applicants often find person loading charts useful formats for showing project personnel and their time commitments to individual activities. A person loading chart is a tabular representation of major evaluation activities by number of days spent by each key person involved in each activity, as shown in the following example.

Table #
Person Loading Chart - Time in Day(s) by Person*

| Activity | Time in Day(s) by Person | | | |
|--------------------------------------|--------------------------|----------|----------|----------|
| | Person A | Person B | Person C | Person D |
| Library Research | 15 | 20 | 0 | 0 |
| Hire Staff | 0 | 0 | 0 | 5 |
| Prepare Materials | 5 | 25 | 0 | 0 |
| Train Raters | 0 | 2 | 0 | 0 |
| Data Collection | 60 | 60 | 0 | 0 |
| Data Analysis | 0 | 0 | 25 | 5 |
| Dissemination (manuscripts, etc.) | 0 | 1 | 0 | 10 |

*Note: All figures represent FTE for the academic year.

- DELIVERING/SENDING APPLICATIONS TO THE COMPETITION MANAGER

Applications can be mailed or hand delivered, but in either case **must** go to the **Application Control Center** at the address listed in the Application Transmittal Instructions (E-1). Delivering or sending the application to the competition manager in the program office may prevent it from being logged in on time to the appropriate competition and may result in the application not being reviewed.

- ALLOWED TRAVEL UNDER THESE PROJECTS

Travel is allowed if the travel specifically relates to the expressed goals of the project. Travel by students to further their education under the project's goals is also allowed. Travel to conferences is the travel item that is most likely to be questioned during negotiations. Such travel is sometimes allowed when it is for purposes of dissemination, when there will be results to be disseminated, and when it is clear that a conference presentation or workshop is an effective way of reaching a particular target group.

- FUNDING OF APPROVED APPLICATIONS

It is often the case that the number of applications recommended for approval by the reviewers exceeds the dollars available for funding projects under a particular competition. When the panel reviews are completed for a particular competition, the individual reviewer scores and applications are ranked. The higher ranked, approved applications are funded first, and there are often lower ranked, approved applications that do not receive funding. Sometimes, one or two applications that are approved and fall next in rank order (after those projects selected for funding) are placed on hold. If dollars become available as a result of negotiations, or if a higher ranked applicant declines the award, the projects on hold may receive funding. If you

receive a letter stating that you will not receive funding, then your project has neither been selected for funding nor placed on hold.

- **INDIRECT COST RATE**

For the competitions under the **Personnel Preparation to Improve Services and Results for Children with Disabilities** program, the indirect cost rate may not exceed eight percent of the direct costs. Please remember, that recent changes in the indirect costs calculations now removes the cost for student support; traineeships, stipends, tuition, from the direct cost line item. Students' costs are not subject to indirect cost rates.

- **ISSUES RAISED DURING DISCUSSIONS PRIOR TO AWARD**

If your application is recommended for funding, discussions may be held prior to award to clarify technical or budget issues. These are issues that have been identified during panel and staff review. Generally, technical issues are minor issues that require clarification. Alternative approaches may be presented for your consideration, or you may be asked to provide additional information or rationale for something you have proposed to do. Sometimes, concerns are stated as "conditions". These are concerns that have been identified as so critical that the award cannot be made unless those conditions are met. Questions are also raised about the proposed budget during the discussion phase. Generally, budget issues are raised because there is inadequate justification or explanation of the particular budget item, or because the budget item does not seem critical to the successful completion of the project. A Federal project officer will present the issues to you and ask you to respond. If you do not understand the question, you should ask for clarification. In responding to discussion items you should provide any additional information or clarification requested. You may feel that an issue was addressed in the application. It may not, however, have been explained in enough detail to make it understood by reviewers, and more information should be provided. If you are asked to make changes that you feel could seriously affect the project's success, you may provide reasons for not making the changes, or provide alternative suggestions. Similarly, if proposed budget reductions will, in your opinion, seriously affect the proposed activities, you may want to explain why and provide additional justification for the proposed expenses. Your changes, explanations, and alternative suggestions will be carefully evaluated by staff. In some instances, an applicant may again be contacted for additional information. An award cannot be made until all issues have been resolved and conditions met.

- **TREATING A PRIORITY AS TWO SEPARATE COMPETITIONS.** In the past, there have been problems in finding peer reviewers without conflicts of interest where applications are made by many entities throughout the country. The Standing Panel requirements under IDEA '97 have also placed additional constraints on the availability of reviewers. Therefore, the Secretary has determined that, for some discretionary priorities, applications may be ranked and selected for funding in two or more groups, which will ensure the availability of a much larger group of reviewers without conflicts of interest. This procedure will increase the quality, independence and fairness of the review process and will permit panel members to

review applications under discretionary priorities to which they have also submitted applications.

- **SUCCESSFUL APPLICATIONS AND ESTIMATED/PROJECTED BUDGET AMOUNTS IN SUBSEQUENT YEARS**

There is a maximum award amount specified for the priority/competition included in this package. The Secretary rejects and does not consider an application that proposes a budget exceeding the maximum amount for any single budget period of 12 months for the priority included in this package. Please refer to the priority description to determine the maximum award for any one particular competition. Since the yearly budgets for multi-year projects will be negotiated at the time of the initial award, applicants must include detailed budgets for each year of their proposed project. Generally, out-year funding levels most likely will not exceed 1st year budgets. However, budget modifications during the negotiation process, the findings from the previous year, or needed changes in the study design can affect your budget requirements in subsequent years, but in no case will out-year budgets exceed the maximum award amount.

- **REQUIREMENT TO REPORT THE RESULTS OF GRANT ACTIVITIES**

The Secretary shall, where appropriate, require recipients of all grants, contracts and cooperative agreements under Part D of the Individuals with Disabilities Education Act to prepare reports describing their procedures, findings, and other relevant information. The Secretary shall require their delivery to the Department of Education and to the ERIC Clearinghouse on Disabilities and Gifted Education, and other networks as the Secretary may determine appropriate. (20 U.S.C. 1461)

- **DIFFERENCE BETWEEN A COOPERATIVE AGREEMENT AND A GRANT**

A cooperative agreement is similar to a grant in that its principal purpose is to accomplish a public purpose of support or stimulation as authorized by a Federal statute. It differs from a grant in the sense that in a cooperative agreement substantial involvement is anticipated between the executive agency (in this case the Department of Education) and the recipient during the performance of the contemplated activity.

- **DIFFERENCE BETWEEN AN ABSOLUTE PRIORITY, AN INVITATIONAL PRIORITY, AND A COMPETITIVE PRIORITY**

An absolute priority is a priority that an applicant must address in order to receive an award. If an applicant does not address an absolute priority, their application will be returned as being non-responsive to the priority.

An invitational priority is a priority that reflects a particular interest of the Department, and an applicant is encouraged to address the invitational priority along with the required

absolute priority. However, an applicant choosing to address an invitational priority, will not receive any competitive preference over other applications.

A competitive priority is like an invitational priority in that it reflects a particular interest of the Department, and an applicant is encouraged to address the competitive priority along with the required absolute priority. A competitive priority may be handled in one of two ways: (1) an application may be awarded additional points depending on how effectively it addresses the competitive priority; or (2) an application that meets a competitive priority may be selected over an application of comparable merit that does not address the competitive priority. The type of competitive priority for a particular competition is always included in the FEDERAL REGISTER announcement.

- **OBTAINING COPIES OF THE FEDERAL REGISTER, PROGRAM REGULATIONS AND FEDERAL STATUTES**

Copies of these materials can usually be found at your local library. If not, they can be obtained by writing to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Telephone: (202) 512-1800.

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Server at GOPHER.ED.GOV (under Announcements, Bulletins, and Press Releases); or on the World Wide Web at <http://www.ed.gov/money.html>. However, the official application notice for a discretionary grant competition is the notice published in the FEDERAL REGISTER.

APPLICATION TRANSMITTAL INSTRUCTIONS
AND
REQUIREMENTS FOR INTERGOVERNMENTAL REVIEW

APPLICATION TRANSMITTAL INSTRUCTIONS

An application for an award must be postmarked or hand delivered by the closing date.

Applications Sent by Mail

An application sent by mail must be addressed to the U.S. Department of Education, Application Control Center, Attention: CFDA 84.___(be sure to include the correct alpha and numeric description - e.g., 84.325A), 400 Maryland Avenue, S.W., Washington, D.C. 20202-4725.

An application must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first class mail.

Each late applicant will be notified that its application will not be considered.

Applications Delivered by Hand/Courier Service

An application that is hand delivered must be taken to the U.S. Department of Education, Application Control Center, Room 3633, General Services Administration National Capital Region, 7th and D Streets, S.W., Washington, D.C. 20202-4725.

The Application Control Center will accept deliveries between 8:00 a.m., and 4:30 p.m. (Washington, D.C. time) daily, except Saturdays, Sundays, and Federal holidays.

Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.

In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

EXECUTIVE ORDER 12372 - INTERGOVERNMENTAL REVIEW

The Education Department General Administrative Regulations (EDGAR), 34 CFR Part 79, pertaining to intergovernmental review of Federal programs, applies to the programs included in this application package.

Immediately upon receipt of this notice, all applicants, other than Federally recognized Indian Tribal Governments, must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should contact, immediately upon receipt of this notice, the Single Point of Contact for each State and follow the procedures established in those States under the Executive Order. A list containing the Single Point of Contact for each State is included on the following five pages of this application package.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by **the deadline for Intergovernmental Review listed in the chart on page B-1 of this packet** to the following address:

The Secretary
E.O. 12372 - CFDA # 84._
U.S. Department of Education, Room 7W301
400 Maryland Avenue, S.W.
Washington, D.C. 20202-0100

In those States that require review for this program, applications are to be submitted simultaneously to the State Review Process and the U.S. Department of Education.

Proof of mailing will be determined on the same basis as applications.

Please note that the above address is not the same address as the one to which the applicant submits a completed application. Do not send applications to the above address.

STATE SINGLE POINT OF CONTACT

ARIZONA

Joni Saad
Arizona State Clearinghouse
3800 N. Central Avenue
Fourteenth Floor
Phoenix, Arizona 85012
Telephone: (602) 280-1315
FAX:(602) 280-8144

ARKANSAS

Mr. Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Dept. of Finance and Administration
1515 W. 7th Street, Room 412
Little Rock, Arkansas 72203
Telephone: (501) 682-1074
FAX:(501) 682-5206

CALIFORNIA

Grants Coordinator
Office of Planning & Research
1600 Ninth Street, Room 250
Sacramento, California 95814
Telephone: (916) 327-9281
FAX:(916) 322-1025
**Block Grants only that pertain to
Mental Health, Substance Abuse
PATH**

DELAWARE

Francine Booth
State Single Point of Contact
Executive Department
Office of the Budget
Thomas Collins Building
P.O. Box 1401
Dover, Delaware 19903
Telephone: (302) 739-3326
FAX:(302) 739-5661

IOWA

DISTRICT OF COLUMBIA

Charles Nichols
State Single Point of Contact
Office of Grants Mgmt. & Dev.
717 14th Street, N.W. - Suite 400
Washington, D.C. 20005
Telephone: (202) 727-6554
FAX:(202) 727-1617

FLORIDA

Florida State Clearinghouse
Department of Community Affairs
2740 Centerview Drive
Tallahassee, Florida 32399-2100
Telephone: (904) 922-5438
FAX:(904) 487-2899

GEORGIA

Tom L. Reid, III
Coordinator
Georgia State Clearinghouse
270 Washington St., S.W. - 8th Fl
Atlanta, GA 30334
Telephone: (404) 656-3855
FAX:(404) 656-3828

ILLINOIS

Ms. Virginia Bova
Single Point of Contact
Illinois Department of Commerce and
Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago, IL 60601
Telephone: (312) 814-6028
FAX:(312) 814-1800

INDIANA

Frances Williams
State Budget Agency
212 State House
Indianapolis, Indiana 46204-2796
Telephone: (317) 232-5619
FAX:(317) 233-3323
Steven R. McCann

Division for Community Assistance
Iowa Department of Economic
Development
200 East Grand Avenue
Des Moines, Iowa 50309
Telephone: (515) 242-4719
FAX:(515) 242-4809

KENTUCKY

Kevin J. Goldsmith, Director
John-Mark Hack, Deputy Director
Sandra Brewer, Executive Secretary
Intergovernmental Affairs
Office of the Governor
700 Capitol Avenue
Frankfort, Kentucky 40601
Telephone: (502) 564-2611
FAX:(502) 564-2849

MAINE

Joyce Benson
State Planning Office
184 State Street
38 State House Station
Augusta, Maine 04333
Telephone: (207) 287-3261
FAX:(207) 287-6489

MARYLAND

William G. Carroll
Manager, Plan & Project Review
Maryland Office of Planning
301 W. Preston Street - Room 1104
Baltimore, Maryland 21201-2365
Staff Contact: Linda Janey
Telephone: (410) 767-4490
FAX:(410) 767-4480

MICHIGAN

Richard Pfaff
SE Michigan Council of Govts.
660 Plaza Drive - Suite 1900
Detroit, Michigan 48226
Telephone: (313) 961-4266
FAX:(313) 961-4869

NEW YORK

MISSISSIPPI

Cathy Mallette
Clearinghouse Officer
Department of Finance and
Administration
455 North Lamar Street
Jackson, Mississippi 39302-3087
Telephone: (601) 359-6762
FAX:(601) 359-6764

MISSOURI

Lois Pohl
Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Room 760, Truman Building
Jefferson City, Missouri 65102
Telephone: (314) 751-4834
FAX:(314) 751-7819

NEVADA

Department of Administration
State Clearinghouse
Capitol Complex
Carson City, Nevada 89710
Telephone: (702) 687-4065
FAX:(702) 687-3983

NEW HAMPSHIRE

Jeffrey H. Taylor
Director, New Hampshire Office of
State Planning
Attn: Mike Blake
Intergovernmental Review Process
2 ½ Beacon Street
Concord, New Hampshire 03301
Telephone: (603) 271-2155
FAX:(603) 271-1728

NEW MEXICO

Robert Peters
State Budget Division
Room 190, Bataan Memorial
Building
Santa Fe, New Mexico 87503
Telephone: (505) 827-3640
New York State Clearinghouse
Division of the Budget

State Capitol
Albany, New York 12224
Telephone: (518) 474-1605
FAX:(518) 486-5617

NORTH CAROLINA

Chrys Baggett, Director
N.C. State Clearinghouse
Office of the Secretary of Admin.
116 West Jones Street - Suite 5106
Raleigh, North Carolina 27603-8003
Telephone: (919) 733-7232
FAX:(919) 733-9571

NORTH DAKOTA

North Dakota Single Point of
Contact
Office of Intergovernmental
Assistance
600 East Boulevard Avenue
Bismarck, North Dakota 58505-0170
Telephone: (701) 224-2094
FAX:(701) 224-2308

RHODE ISLAND

Kevin Nelson
Review Coordinator
Department of Administration
Division of Planning
One Capitol Hill, 4th Floor
Providence, Rhode Island 02908
Telephone: (401) 277-2656
FAX:(401) 277-2083

SOUTH CAROLINA

Rodney Grizzle
State Single Point of Contact
Grant Services
Office of the Governor
1205 Pendleton Street - Room 331
Columbia, South Carolina 29201
Telephone: (803) 734-0494
FAX:(803) 734-0356

TEXAS

Tom Adams, Director
Governors Office
Intergovernmental Coordination
P.O. Box 12428
Austin, Texas 78711
Telephone: (512) 463-1771
FAX:(512) 463-1880

UTAH

Carolyn Wright
Utah State Clearinghouse
Office of Planning and Budget
Room 116, State Capitol
Salt Lake City, Utah 84114
Telephone: (801) 538-1535
FAX:(801) 538-1547

WEST VIRGINIA

Fred Cutlip, Director
Community Development Division
W. Virginia Development Office
Building #6, Room 553
Charleston, West Virginia 25305
Telephone: (304) 558-4010
FAX:(304) 558-3248

WISCONSIN

Jeff Smith, Section Chief,
State/Federal Relations
101 East Wilson Street - 6th Floor
P.O. Box 7868
Madison, Wisconsin 53707
Telephone: (608) 266-0267
FAX:(608) 267-6931

WYOMING

Matthew Jones
State Single Point of Contact
Office of the Governor
200 West 24th Street
State Capitol, Room 124
Cheyenne, WY 82002
Telephone: (307) 777-7446
FAX:(307) 632-3909

TERRITORIES

GUAM

Mr. Giovanni T. Sgambelluri
Director, Bureau of Budget and
Management Research
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
Telephone: 011-671-472-2285
FAX:011-671-472-2825

PUERTO RICO

Norma Burgos/Jose E. Caro
Chairwoman/Director
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, Puerto Rico 00940-1119
Telephone: (809) 727-4444
(809) 723-6190
FAX:(809) 724-3270
(809) 724-3103

NORTH MARIANA ISLANDS

Mr. Alvaro A. Santos, Executive
Officer
Office of Management and Budget
Office of the Governor
Saipan, MP 96950
Telephone: (670) 664-2256
FAX:(670) 664-2272

Contact person:

Ms. Jacoba T. Seman
Federal Programs Coordinator
Telephone: (670) 664-2289
FAX: (670) 664-2272

VIRGIN ISLANDS

Nellon Bowry
Director, Office of Management and
Budget
#41 Norregade Emancipation Garden
Station
Second Floor
Saint Thomas , Virgin Islands 00802
Please direct all questions and
correspondence about
intergovern-
mental review to:

Linda Clarke
Telephone: (809) 774-0750
FAX:(809) 776-0069

***In accordance with Executive Order #12372, "Intergovernmental Review of Federal Programs," this listing represents the designated State Single Points of Contact. The jurisdictions not listed no longer participate in the process BUT GRANT APPLICANTS ARE STILL ELIGIBLE TO APPLY FOR THE GRANT EVEN IF YOUR STATE, TERRITORY, COMMONWEALTH, ETC. DOES NOT HAVE A "STATE SINGLE POINT OF CONTACT." STATES WITHOUT "STATE SINGLE POINTS OF CONTACT" INCLUDE: Alabama; Alaska; American Samoa; Colorado; Connecticut; Kansas; Hawaii; Idaho; Louisiana; Massachusetts; Minnesota; Montana; Nebraska; New Jersey; Ohio; Oklahoma; Oregon; Pennsylvania; South Dakota; Tennessee; Vermont; Virginia; and Washington. This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to the Office of Management and Budget and the State in question. Changes to the list will only be made upon formal notification by the State. Also, this listing is published biannually in the Catalogue of Federal Domestic Assistance.**

Last change made was Kentucky (12-2-97)

Application for Federal Education Assistance

U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 06/30/2001

Applicant Information

1. Name and Address

Organizational Unit

Legal Name: _____

Address: _____

City

State

County

ZIP Code + 4

2. Applicant's D-U-N-S Number: _____

Title: _____

3. Catalog of Federal Domestic Assistance #: **84.** _____ ==>

4. Project Director: _____

6. Type of Applicant (Enter appropriate letter in the box.) / _____

Address: _____

City _____ State _____ Zip code + 4 _____

Tel. #: () _____ - _____ Fax #: () _____ - _____

E-Mail Address: _____

A - State
B - County
C - Municipal
D - Township
E - Interstate
F - Intermunicipal
G - Special District
H - Independent School District
I - Public College or University
J - Private, Non-Profit College or University
K - Indian Tribe
L - Individual
M - Private, Profit-Making Organization
N - Other (Specify): _____

5. Is the applicant delinquent on any Federal debt? ____ Yes ____ No
(If "Yes," attach an explanation.)

7. Novice Applicant ____ Yes ____ No

Application Information

8. Type of Submission:

-PreApplication *-Application*
____ Construction ____ Construction
____ Non-Construction ____ Non-Construction

9. Is application subject to review by Executive Order 12372 process?

____ Yes (Date made available to the Executive Order 12372
process for review): ____/____/____

____ No (If "No," check appropriate box below.)
____ Program is not covered by E.O. 12372.
____ Program has not been selected by State for review.

10. Proposed Project Dates: ____/____/____

Start Date:

End Date:

11. Are any research activities involving human subjects planned at
any time during the proposed project period? ____ Yes ____ No
a. If "Yes," Exemption(s) #: b. Assurance of Compliance #:

OR

c. IRB approval date: ____ Full IRB or
____ Expedited Review

12. Descriptive Title of Applicant's Project:

Estimated Funding

13a. Federal \$ _____ . 00

b. Applicant \$ _____ . 00

c. State \$ _____ . 00

d. Local \$ _____ . 00

e. Other \$ _____ . 00

f. Program Income \$ _____ . 00

g. TOTAL \$ _____ . 00

Authorized Representative Information

14. To the best of my knowledge and belief, all data in this preapplication/application are true

and correct. The document has been duly authorized by the governing body of the applicant

and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative

b. Title: _____

c. Tel. #: () _____ - _____ Fax #: () _____ - _____

d. E-Mail Address: _____

e. Signature of Authorized Representative

Date: ____/____/____

Instructions for ED 424

1. **Legal Name and Address.** Enter the legal name of applicant and the name of the primary organizational unit which will undertake the assistance activity.
2. **D-U-N-S Number.** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:
<http://www.dnb.com/dbis/aboutdb/intlduns.htm>.
3. **Catalog of Federal Domestic Assistance (CFDA) Number.** Enter the CFDA number and title of the program under which assistance is requested.
4. **Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.
5. **Federal Debt Delinquency.** Check "Yes" if the applicant's organization is delinquent on any Federal debt. (This question refers to the applicant's organization and not to the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.) Otherwise, check "No."
6. **Type of Applicant.** Enter the appropriate letter in the box provided.
7. **Novice Applicant.** Check "Yes" only if assistance is being requested under a program that gives special consideration to novice applicants and you meet the program requirements for novice applicants. By checking "Yes" the applicant certifies that it meets the novice applicant requirements specified by ED. Otherwise, check "No."
8. **Type of Submission.** Self-explanatory.
9. **Executive Order 12372.** Check "Yes" if the application is subject to review by Executive Order 12372. Also, please enter the month, date, and four (4) digit year (e.g., 12/12/2000). Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Otherwise, check "No."
10. **Proposed Project Dates.** Please enter the month, date, and four (4) digit year (e.g., 12/12/2000).
11. **Human Subjects.** Check "Yes" or "No". If research activities involving human subjects are not planned at any time during the proposed project period, check "No." **The remaining parts of item 11 are then not applicable.**

If research activities involving human subjects, whether or not exempt from Federal regulations for the protection of human

subjects, are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution, check "Yes." If all the research activities are designated to be exempt under the regulations, enter, in item 11a, the exemption number(s) corresponding to one or more of the six exemption categories listed in "Protection of Human Subjects in Research" attached to this form. Provide sufficient information in the application to allow a determination that the designated exemptions in item 11a, are appropriate. **Provide this narrative information in an "Item 11/Protection of Human Subjects Attachment" and insert this attachment immediately following the ED 424 face page. Skip the remaining parts of item 11.**

If some or all of the planned research activities involving human subjects are covered (nonexempt), skip item 11a and continue with the remaining parts of item 11, as noted below. In addition, follow the instructions in "Protection of Human Subjects in Research" attached to this form to prepare the six-point narrative about the nonexempt activities. **Provide this six-point narrative in an "Item 11/Protection of Human Subjects Attachment" and insert this attachment immediately following the ED 424 face page.**

If the applicant organization has an approved Multiple Project Assurance of Compliance on file with the Grants Policy and Oversight Staff (GPOS), U.S. Department of Education, or with the Office for Protection from Research Risks (OPRR), National Institutes of Health, U.S. Department of Health and Human Services, that covers the specific activity, enter the Assurance number in item 11b and the date of approval by the Institutional Review Board (IRB) of the proposed activities in item 11c. This date must be no earlier than one year before the receipt date for which the application is submitted and must include the four (4) digit year (e.g., 2000). Check the type of IRB review in the appropriate box. An IRB may use the expedited review procedure if it complies with the requirements of 34 CFR 97.110. If the IRB review is delayed beyond the submission of the application, enter "Pending" in item 11c. If your application is recommended/selected for funding, a follow-up certification of IRB approval from an official signing for the applicant organization must be sent to and received by the designated ED official within 30 days after a specific formal request from the designated ED official. **If the applicant organization does not have** on file with GPOS or OPRR **an approved Assurance of Compliance** that covers the proposed research activity, enter "None" in item 11b and skip 11c. In this case, the applicant organization, by the signature on the application, is declaring that it will comply with 34 CFR 97 within 30 days after a specific formal request from the designated ED official for the Assurance(s) and IRB certifications.

12. Project Title. Enter a brief descriptive title of the project. If more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

13. Estimated Funding. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on an attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 13.

14. Certification. To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office.

Be sure to enter the telephone and fax number and e-mail address of the authorized representative. Also, in item 14e,

please enter the month, date, and four (4) digit year (e.g., 12/12/2000) in the date signed field.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-0106**. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form write directly to:** Joyce I. Mays, Application Control Center, U.S. Department of Education, 7th and D Streets, S.W. ROB-3, Room 3633, Washington, D.C. 20202-4725

Protection of Human Subjects in Research (Attachment to ED 424)

I. Instructions to Applicants about the Narrative Information that Must be Provided if Research Activities Involving Human Subjects are Planned.

If you marked item 11 on the application “Yes” and designated exemptions in 11a, **(all research activities are exempt)**, provide sufficient information in the application to allow a determination that the designated exemptions are appropriate. Research involving human subjects that is exempt from the regulations is discussed under **II.B. “Exemptions,”** below. The Narrative must be succinct.

Provide this information in an “Item 11/Protection of Human Subjects Attachment” and insert this attachment immediately following the ED 424 face page.

If you marked “Yes” to item 11 on the face page, and designated no exemptions from the regulations **(some or all of the research activities are nonexempt)**, address the following six points for each nonexempt activity. In addition, if research involving human subjects will take place at collaborating site(s) or other performance site(s), provide this information before discussing the six points. Although no specific page limitation applies to this section of the application, be succinct. Provide the six-point narrative and discussion of other performance sites in an **“Item 11/Protection of Human Subjects Attachment”** and insert this attachment immediately following the ED 424 face page.

(1) Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.

(2) Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” (1) *If an activity involves obtaining information about a living person by manipulating that person or that person’s environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with*

Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

II. Information on Research Activities Involving Human Subjects

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department’s regulations, and the research activity will involve use of human subjects, as defined in the regulations.

--Is it a research activity?

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge, such as an exploratory study or the collection of data to test a hypothesis, it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

--Is it a human subject?

surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met. [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or

recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the only involvement of human subjects will be in one or more of the following six categories of *exemptions* are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, this exemption applies only to research involving educational tests or observations of public behavior when the investigator(s) do not participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal

statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S Department of Agriculture.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff (GPOS) Office of the Chief Financial and Chief Information Officer, U.S. Department of Education, Washington, D.C., telephone: (202) 708-8263, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site at <http://ocfo.ed.gov/humansub.htm>.

NOTICE TO ALL APPLICANTS
(ENSURING EQUITABLE ACCESS)
AND
APPLICATION FORMS AND INSTRUCTIONS

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and

succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

APPLICATION FORMS AND INSTRUCTIONS

The application is divided into four parts. These parts are organized in the same manner that the submitted application should be organized. These parts are as follows:

Part I: Application for Federal Education Assistance (ED 424) and Instructions.

Part II: Budget Information -- Non-Construction Programs (ED Form 524) and Instructions.

Part III: Application Narrative.

Part IV: Assurances and Certifications --

Assurances -- Non-Construction Programs (Standard Form 424B).

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED Form 80-0013).

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions (ED Form 80-0014) and Instructions.

Disclosure of Lobbying Activities.

Important Notice to Prospective Participants in USDE Contract and Grant Programs.

An applicant may submit information on a photostatic copy of the application and budget forms, the assurances, and the certifications. However, the application form, the assurances, and the certifications must each have an **original signature**. No grant may be awarded unless a completed application form has been received.

REQUIRED FORMS

- Cover Page – ED Form 424 and instructions
- Budget Summary Form – ED Form 524 and instructions
- Standard Form 424B--Assurances, Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements – ED Form 80-0013
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions – ED Form 80-0014
- Disclosure of Lobbying Activities – Standard Form LLL

The forms listed above are required in all application submissions. They are included in the printed application package, but not in the electronic package on the ED web site. If you download the electronic package, you must also download the required forms, which are available at:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

If you do not have access to this web site, please fax your request for these forms to (202) 208-3882. Please be sure to include your return fax number and/or mailing address.

PART III - APPLICATION

NARRATIVE

This narrative section of the application requires applicants to address the selection criteria that will be used by reviewers in evaluating individual applications. Please refer to the **“Selection Criteria and Format”** sections in this package for the competition to which you wish to submit an application.

Also, all of the competitions covered by this package have page limitations for the application narrative. Please refer to the **“Page Limits”** information for the competition to which you wish to submit an application

